



Hilary Term 2011

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## The School of Anthropology and Museum Ethnography

Issue 2

This is our second departmental newsletter and brings news since spring 2010. It is my sad duty to begin by announcing that Dr Gina Burrows, for so long a mainstay of the department's administration, died after a brief illness on 24th November. Many members of the department attended her funeral in Chipping Norton on 7th December. We will miss her greatly; an obituary by David Parkin appears on page 3. Also missed will be Dr Eva Gillies, formerly Eva Krapf-Askari, who died on January 2nd 2011, in Brighton; she studied for a DPhil with Evans-Pritchard and then Edwin Ardener in the 1960s and she is best known among anthropologists for her book *Yoruba Towns and Cities*, her paperback abridgement, used by many generations of students, of Evans-Pritchard's *Zande Witchcraft* and her translation of the 19th-century Argentine classic *A Journey to the Ranquel Indians*.

On a happier note, the department continues to grow and expand. Among many new research grants, the £4 million ESRC award to Harvey Whitehouse for 'Ritual, Community, and Conflict' is particularly welcome and will build on previous grants to Professor Whitehouse, such as the EU 'Explaining Religion' project. We have been joined by many new members of staff, who are listed on page 2; one new appointment not listed there is Morgan Clarke who will join us as University Lecturer in Social Anthropology and Tutorial Fellow at Keble College, with special reference to Medical Anthropology, in October. This is a new position which will allow Keble to start admitting BA Human Scientists for the first time, starting in 2012, a great boost to the Institute of Human Sciences, part of SAME. Morgan's work is on kinship, Islam, law, and new reproductive technologies, all areas of great relevance to the BA in Human Sciences; Morgan's fieldwork has been mainly in Lebanon where he has forged a close relationship with leading Shi'i jurists.

We hope to be launching shortly a campaign to endow the position from which Wendy James retired in 2008; in other words, to create a University Lectureship in the Anthropology of Africa with a Tutorial Fellowship at a 'mixed' (that is, undergraduate) college. This comes about because the University has recently launched a 'Teaching Fund initiative' worth £60 million, challenging colleges and departments to raise money to endow already existing posts in mixed colleges in perpetuity, thus removing the costs of maintaining them from departmental and college budgets. Using funds from the Oxford University Press income, the University will contribute 40%, of the cost of a post, i.e. £800,000; the remainder, or £1.2 million, must be raised by departments and colleges by October 2012, from outside the University. Most of the Teaching Fund money has been designated for posts in the Humanities Division, but Social Sciences has received an allocation sufficient for 8 or 9 posts. Anthropology will receive one providing it can find a college to link with and has a reasonable chance of raising sufficient matching funds. We are currently exploring the possibility of using this initiative to endow a post in the Anthropology of Africa with reference to Human Sciences at a mixed college which has been a strong supporter of both anthropology and Human Sciences, thereby contributing to two areas where we urgently need more capacity. We already have the promise of a donation for part of the funding and are confident of achieving our goal.

Uncertainties about the future funding of the universities and research councils mean that we still do not know whether there will any ESRC studentships for anthropology starting in October of this year. Members of SAME have played an important part in crafting the Social Sciences Divisional strategy towards creating a Doctoral Training Centre (DTC) to host ESRC studentships; the ESRC has delayed the decision on whether Oxford will be granted a DTC (and the studentships that go with it) for over six months and we expect to hear any day. Whatever the ESRC's decision, there is now a Division-wide framework for research training that aims to give our students the very best preparation for doctoral work. The uncertainties over ESRC funding for doctoral studentships is one, albeit relatively small, example of the many and great uncertainties we all face. None the less, I believe that the department as a whole is in a relatively strong position to deal with whatever 2011 brings.

David Gellner, January 2011

## Inside this issue:

Welcome	1	Our students—interview	7
New school staff and associates	2	Marett & Evans-Pritchard Lectures	13
Gina Burrows—an obituary	3	Select recent publications	14
New projects	4	In the media	15
Conferences and workshops	5	iTunes U and forthcoming events	16



Qixian monastery on  
Jiaoshan Mountain  
(Photo by H. Whitehouse)

### New School staff

[Dr Iain Morley](#)—Lecturer in Palaeoanthropology and Human Sciences. He lectures and tutors on human evolution and the evolution of human cognition for the BA degree in Human Sciences and the MSc degree in Cognitive and Evolutionary Anthropology. His research interests focus particularly on the Palaeolithic archaeology and evolutionary origins of musical, ritual and religious behaviours.

[Professor David Zeitlyn](#)—his research interests include the anthropology of religion, visual anthropology (photography), Cameroon and West/Central Africa, technology, decision-making processes and visualisation.

[Dr Anna Machin](#)—Anna is an evolutionary anthropologist with a particular interest in the neurosciences of human relationships.

[Dr Nadine Beckmann](#)—Nadine is a John Fell postdoctoral fellow and deputy director of the Fertility and Reproduction Studies Group. In Hilary Term 2011 she will teach the anthropology of medicine option to Human Sciences finalists.

[Dr Gabriel Lefèvre](#)—Gabriel is a Marie Curie postdoctoral Researcher in a two-year project at ISCA on “Plant-words and the transformation of personhood in Masikoro healing practices in Madagascar” (2010-2012). His research focuses on processes of healing and their transformation in south-western Madagascar.

Kate Judge and Simon Cole are both based at 51 Banbury Road as Receptionists and Library assistants, with Simon working in the morning and Kate in the afternoon.

Antoinette Nandris provides administrative support in the General Office.

[Rob McNeil](#) is Senior Media Specialist at the Migration Observatory at COMPAS.

Ida Persson is the Events and PR Officer at COMPAS, responsible for organising the department's external events and for media visibility.

Mikal Mast provides administrative support to the COMPAS Administrator.

Michele Drasdo is the new COMPAS Secretary and PA to Michael Keith.

Congratulations to Katie Creasey in the General Office at 51 Banbury Road who, following her wedding in September, is now known as Katie Grainger.

### New Research Associates

Dr Lim Chee Han won a Medical Anthropology Visiting Scholarship at Green Templeton College to stay with us in Hilary 2010. He gave four Argo-EMO seminars on Chinese meditation practices and the martial arts.

[Dr Rachel Hall-Clifford](#) is a medical anthropologist working at the intersections of anthropology and public health. She currently works on illness narratives research in the Department of Primary Care.

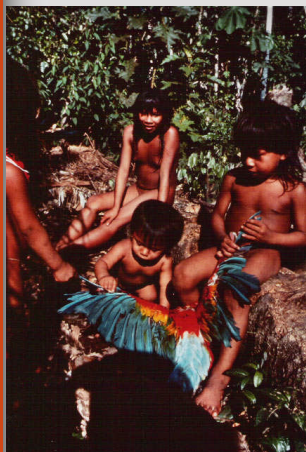
[Dr Peter Wynn Kirby](#)—Brookes' Senior Lecturer in the Anthropology of Japan, Peter is best described as an 'environmental anthropologist', with research directed toward an analysis of environmental engagement and social action in Japan.

[Dr Philip Kreager](#)—Lecturer in Human Sciences at Somerville College, Tutor and Director of Studies in Human Sciences at Keble College, and Senior Research Fellow, Oxford Institute of Ageing, Department of Sociology, Oxford. Philip is a Director, Fertility and Reproductive Studies Group

[Dr Nicholas Márquez-Grant](#) is a Specialist Forensic Practitioner in Anthropology and Archaeology within the Ecology, Victim Recovery and Identification Unit at LGC Forensics

[Dr Ryan McKay](#) is a lecturer in psychology at Royal Holloway, University of London. His research interests include cognitive neuropsychiatry, evolutionary psychology and behavioural economics .

Recently appointed postdoctoral associates include Quentin Atkinson, David Geary, Matt Grove, Gordon Ingram, Sam Roberts and Martin Saxer.



Huaorani children and  
macaws, Cononaco, July  
1989  
(Photo by L. Rival)

### **Gina Burrows—an obituary by David Parkin**

Gina Burrows had been diagnosed with cancer only a few months before her death on 24 November 2010. The rapidity of her passing has meant that it is hard to reconcile recent memories of her energetically engaged in her many activities with the realization that she is no longer among us. Since her retirement from ISCA in 2007, she continued to be the pillar of Chipping Norton society, the town she loved so much and had lived in for many years. Her son, Steven, kindly drew attention to the town's website which contains a tribute written by many colleagues, friends and co-activists. Her busy life there was noted, as councillor, mayor, school governor, chair of the local Labour Party, prayer-leader of St Mary's church, supporter and campaigner for the theatre and hospital, and founder and organizer of an annual jazz concert held in memory of her deceased husband, Ron, among other contributions, many of which were made in partnership with her dear friend, Rob Evans.

Here, we pay tribute to her role in ISCA, from her appointment in late 1996 as secretary to the then head of department, myself David Parkin, to her retirement at the end of the academic year in 2007. She somehow found time not only to help me in my own many roles but also to the entire staff of the Institute, both academic and administrative. Indeed, it has to be remembered that on her appointment in 1996, the Institute did have other secretaries but lacked a formal administrator, trained to deal with specialist university management and finance, as other departments had. Gina gradually took on many of the functions of that post, rescuing the head on many occasions, until the university agreed to fill it some years later as demands made on the department and School as a whole increased.

Alongside an increasing clerical load, she then directed her attention, alongside her other clerical tasks, to organizing conferences and events, of which there was an increasing number, the last of which commemorated my retirement, a workshop held only weeks before the diagnosis of cancer. She had an extraordinary talent for spotting a job that needed to be done and, regardless of the fact that she was already doing much more than she needed to, would take the initiative and tackle it with efficiency and enthusiasm. Her personal touch was also remarkable. Staff and students alike could talk over problems with her. Her professional advice drew on her own wide range of experiences in her many outside activities. She managed to listen and respond to people without ever being invasive, understanding the need to maintain boundaries of privacy while providing help.

As if all this was not enough, she also found time to do doctoral research under the supervision of Anne Digby, then of Oxford Brookes University department of history. The theme was the lives of the wives and daughters of Victorian clergy in the United Kingdom, a topic that had not been explored before in depth. The doctoral thesis was duly awarded and recommended for publication as a book in whatever form she wished to revise. Certainly those in the Institute who read it or chapters of it marveled at the skilful way in which she wove life histories with acute generalization. She said that it had helped to have been able to talk to a group of anthropologists but it is clear that most of the work's success lay in her own special ability to observe and analyse. She had hoped in retirement to turn the thesis into a book, but her full life, centred on Chipping Norton and more widely, meant that this would have to be delayed. I do believe however that in due course she would have accomplished this task and perhaps, as she intimated, have carried out further research on the topic. Cruelly that pleasure was taken from her and us.

When Gina's illness was known about among ISCA colleagues, former colleagues and former students, there was an exceptional outpouring of concern expressed in email, letter and by phone. Somehow we felt that there would be more time, and perhaps even a reprieve. The suddenness of her death created a new surge of hurt emotion, with questions raised again as to why this exceptional and great person should have been so unkindly taken when she was still so active, had so much that she wanted to do, and continued to provide the warmth to others for which she became known. We can only assuage the bitterness by reposing on this warmth, knowing that with time's passage, we can continue to reflect on a life lived to the full and to urge others to follow that example as best one can.



*Gina Burrows at the School Garden Party in 2007*

*(Photo by E. Newcombe)*



## New Projects

**ESRC Large Grant 'Ritual, Community, and Conflict'**

Principal Investigator: Professor Harvey Whitehouse

Some of the greatest atrocities have been caused by groups defending or advancing their political aspirations and sacred values. This five-year programme of research investigates one of the most powerful mechanisms by which groups may be formed, inspired, and coordinated: ritual. Studying how children learn the rituals of their communities will shed light on the various ways in which rituals promote social cohesion within the group and distrust of groups with different ritual traditions. Qualitative field research and controlled psychological experiments will be conducted in a number of troubled regions (including Northern Ireland, the Middle East, Nepal, and Colombia) to explore the effects of ritual participation on ingroup cohesion and outgroup hostility in both general populations and armed groups. These interdisciplinary projects will be undertaken by international teams of anthropologists, psychologists, historians, archaeologists, and evolutionary theorists. The project will start on 1 June 2011.

### ***'Is Religion Natural? The Chinese Challenge'***

Principal Investigator: Dr Justin Barrett

This project has been awarded a £1 million grant from the Templeton World Charity Foundation. It builds upon findings from the CAM's Explaining Religion Project (funded by the European Commission) and the Cognition, Religion & Theology Project (funded by the John Templeton Foundation) that suggest that religious thought and practice is largely a natural project of human cognition operating in common human environments. Though these previous projects included data from various cultures around the world, China presents a special case study for the naturalness of religion thesis. If religion is so natural, how can a largely secular society like that in China develop?

Oxford Diasporas Programme

One of the most significant manifestations of increased globalisation in the 21st century has been an increase in international migration. The University of Oxford has received a £1.74 million grant from the Leverhulme Trust to conduct an international research programme exploring the impacts of diasporas. Professor Robin Cohen of the International Migration Institute (IMI) is leading the five-year programme, which pulls in migration experts from anthropology, geography, politics and history. Anthropology representatives include Michael Keith, Ben Gidley, H  l  ne Neveu Kringelbach, Nicholas Van Hear and Iain Walker.

## The Migration Observatory at Oxford

The Migration Observatory at Oxford (formerly known as 'MIDAS') is a website-based initiative, developed by COMPAS, to provide user-friendly access to authoritative data, analysis and research evidence on migrants and migration issues in the UK. It will be formally launched in early 2011. The initiative is funded by Unbound Philanthropy, The Diana, Princess of Wales Memorial Fund, and the Barrow Cadbury Trust.

## Global Migration and the Right to the Cities of the Future

COMPAS has been awarded £50,000 for one of the first six projects funded under the Oxford Programme for the Future of Cities. The programme, led by the Institute for Science, Innovation and Society (InSIS) director Professor Steve Rayner, will research the social, technological and climatic changes cities will face over the next fifty years. This project is to be developed by Ben Gidley, Hiranthi Jayaweera and Michael Keith.



## New projects—continued

### *Cape Mountain Zebra*

Susanne Shultz received a Fell Fund award (£7,000) for evaluating network structure in Cape Mountain Zebra (October 2010-February 2011).

### *'Forensic Visions: a bio-social anthropological investigation into forensic science practice'*

Marcus Banks received a University of Oxford John Fell OUP Research Fund for £26,600 on 'Forensic Visions'. Co-investigator: Dr Cristian Capelli, Department of Zoology.

### *'Eating Disorders: A Comparative Sociocultural Analysis'*

Principal Investigator: Professor Stanley Ulijaszek

This John Fell Fund project investigates the role of genetic discourses in the lived realities of eating disordered people and to address cross-cultural divergences in the aetiology of eating disorders. It takes an ethnographic approach, using narratives of food and its consumption in two countries, Israel and the UK, which share similar prevalence of eating disorders, but which differ in their social, scientific and clinical climates.

## Conferences and Workshops in Oxford

### *Cognitive Science of Religion Conference*

Merton College, Oxford, 28-30 June 2010

The Cognition, Religion and Theology (CRT) project hosted a conference which was the culmination of a process that began, for many, last summer at the CRT workshop. At the workshop participants created research plans and attended classes to learn scientific and statistical methods; following the workshop most attendees entered a CRT small grant competition designed to fund projects created during the workshop. The 2010 conference provided a forum for workshop and other CRT grant recipients to present their experimental and philosophical findings.

### *Medical Anthropology in Europe; Shaping the Field (RAI Conference)*

Co-funded by the Wellcome Trust, St Antony's College, Oxford, 1-2 July 2010

About 120 participants registered during the one and a half day conference, organised by Elisabeth Hsu and Caroline Potter, which reflected on developments in the field from its beginnings to current issues, and a glance at the future.

### *COMPAS workshop on Super-diversity and the ethnographic field*

ISCA, 61 Banbury Road—Included talks by Mette Berg, Ben Gidley and Nando Sigona.

### *VIII European Swahili Workshop: Contemporary issues in Swahili ethnography*

The 8th European Swahili Workshop, on the theme of 'Contemporary issues in Swahili ethnography, organised by Iain Walker and funded by the ESRC, was held at ISCA and ASC, 19-21 Sept 2010

### *An Africanist's Legacy—A Workshop in Celebration of the Work of David Parkin*

Pauling Centre for Human Sciences, Oxford, 8-9 July 2010

Following his retirement from the Oxford Chair of Social Anthropology in 2008, some 45 of David Parkin's former students and colleagues gathered to pay tribute to his work in a workshop in which participants explored a wide range of themes, often but not exclusively with a focus on East Africa. Listen to some of the talks [here](#).

### *South Asian Culture(s) in Movement: Borders, Social Mobility, Identities*

SAME, 64 Banbury Road

3-4 September 2010

The 2010 meeting of the South Asian Anthropological Group (SAAG) was organised by David Gellner with the support of All Souls College, the Sub-Faculty of South and Inner Asia Studies (Oriental Institute) and the School.



'Waiting' by Bharat Patel.

COMPAS Photo Competition 2010—First Place



(Photo by E. Cohen)

## Conferences and presentations outside the School

*Members of the School give numerous lectures and talks at conferences and other events at home and abroad, too many for us to list all of them. What follows is a small selection.*

### Marcus Banks

Invited panel speaker at the Workshop on 'Ethnicity Inc.' with Jean and John Comaroff, IFK (International Research Centre for Cultural Knowledge) Vienna (10 December 2010).

### Robert Barnes

'Omaha and 'Omaha'' at the seminar on 'Transformative Kinship: Engaging the Crow-Omaha Transition' at The Amerind Foundation, Dragoon, Arizona (February-March 2010).

'What Do La Asan and Raja Gong Tell Us About the History of Adonara?', the 6th EuroSEAS conference in Gothenburg, Sweden (27 August 2010).

### Justin Barrett

'The Naturalness of the Supernatural: Cognitive Science of Religion', public lecture at Duke University, hosted by the Department of Religion (March 2010).

'The Naturalness of the Supernatural: Why do people believe in gods?', lecture at the VSPA Psychology of Religion conference, University of Amsterdam (April 2010).

'The Born Believers Thesis: Exporting Psychology to Neighboring Disciplines', William Biers Award Address, American Psychological Association Convention, San Diego (August 2010).

### Inge Daniels

'Ethnographies of the Home: Anthropology of the Everyday', Invited Speaker, Researching Home: Realities Methods in Dialogue workshop at the University of Manchester (May 2010).

'The Japanese House: Material Culture in the Modern Home', Invited Speaker, Japan Foundation Lecture Series, Japan Foundation, London (December 2010).

### Robin Dunbar

'How many friends does one person need?', Royal Society of Arts, London (18 February 2010). This lecture was also given at Bath Literary Festival, Swindon Literary Festival, the SciBar Café, Oxford, and was the keynote lecture at the Aalto University and Nokia Research Social Networks from Science to Technology conference in Helsinki (9 September 2010).

'The social brain hypothesis and the nature of relationships', Keynote lecture: Social Sciences Research Day, Radboud University, Nijmegen, Holland (17 June 2010).

'The social brain in the workplace', Keynote lecture: *Work Place Trends: New Horizons*, CBI conference, London (8 December 2010).

'Family, friends and the brain', LERN/CEE Medawar Memorial Lecture, UCL (15 December 2010).

### David Gellner

'Buddhism and Related Networks in Nepal and the UK', Göttingen, Max Planck Institute seminar (16 June 2010).

Maynooth, EASA conference, panel on Intermediate Categories: 'Activists and Civil Society as Mediating Categories' (25 August 2010).

Majewski Lecture, Oriental Institute, Oxford 'What's Left of Hinduism in the Federal Republic of Nepal?' (15 November 2010).

### Clare Harris

Chaired and gave a paper in a panel on 'Collecting Tibet: Museums, Materiality and Memory', 12th International Association of Tibetan Studies conference, Vancouver.

Keynote speaker at 'Re-Imagining Tibet' conference at the School of Oriental and African Studies.

Invited by the British Council to speak at the conference on 'Contemporary Art in an Age of Cultural Relativism' in New Delhi, India.

### Elisabeth Hsu

'The Chinese antimalarial *qinghaosu* (Artemisinin)', Workshop on The politics and anti-politics of infectious disease control, Brunel (with Edinburgh) University (23-24 June 2010).

'The Authority of the Chinese Medical 'House in Huizhou'', invited speaker at conference on The (After)Life of Traditional Knowledge: The Cultural Politics and Historical Epistemology of East Asian Medicine, University of Westminster, London (20 August 2010).

'Chinese medicine in East Africa: a Synopsis', African Studies, Ghent University (1 December 2010).

### Robert Parkin

'Regions, borders and the European Union: cross-border politics in Germany and Poland', the Max Planck Institute for the Study of Religious and Ethnic Diversity, Göttingen, Germany (12 August 2010). Also delivered at the University of Bath in October 2010.



Tian Xia Di Yi ('First Pass Under Heaven') along the Great Wall of China

(Photo by H. Whitehouse)

## Conferences and presentations outside the School—*continued*

### David Pratten

'There shall be no more youth': generation and insecurity in Nigeria. Paper presented at the Research Seminar on Anthropological Theory at the London School of Economics (12 November 2010), at the PhD Workshop 'Precarious Prospects: Youth, violence and politics' at Roskilde University, Denmark (30 September 2010), and at the Centre d'Etude d'Afrique Noire, University of Bordeaux (8 April 2010).

ASUK Writing Workshop, Centre of West African Studies, University of Birmingham (16 April 2010).

### Stanley Uljaszek

Sigma-Tau Foundation Medicine and Complexity Series Lecture, University of Bologna, Italy (18 February 2010).

Keynote speaker, Janssen-Cilag clinical conference on obesity, Budapest (22 May 2010).

Keynote speaker, 22nd SpoletoScienza, on harmony, energy and health. 53rd Spoleto Festival of the Two Worlds, Italy (3 July 2010).

### Harvey Whitehouse

'Towards a Unified Science of Religion', Keynote Address, International Conference, St Margaret's College, University of Otago, New Zealand (12 February 2010).

'Explaining Religion', Keynote Address, Cognition and Culture in Asia: From historical to experimental perspective, International Conference, Asia Research Institute, National University of Singapore, Singapore (11 March 2010).

'Modes of Religiosity', Public Lecture, Institute of Sociology, Université Libre de Bruxelles, Brussels (25 March 2010)

'[Ritual: its causes and consequences](#)', Public Lecture, Berliner Kolloquium der Gottlieb Daimler und Karl Benz-Stiftung 'Wozu braucht es Rituale? Kulturwissenschaftliche und neurobiologische Perspektiven' im Langenbeck-Virchow-Haus, Berlin (20 May 2010).

'Introducing a Dialogue in the Cognitive Science of Religion', Public Lecture, IAHR Congress, University of Toronto (19 August 2010).

## Our Students—Studying in Oxford

Graduate students of Anthropology have arrived at Oxford through a range of different paths, as is reflected by the variety of different Anthropology degrees available. Students have also come from all over the world and may have little prior knowledge of what life and study are like here in Oxford. In June 2010, a group of four students sat down with Dr Mette Berg to talk about their own personal experiences. They also explained why they selected the University of Oxford in which to study Anthropology, how they chose their colleges and what they intend to do in the future.

With thanks to Santhy Balachandran (Visual Anthropology), Jennie Rothera (Cognitive and Evolutionary Anthropology), Sophie Chao (Social Anthropology) and Darryl Stellmach (Medical Anthropology).

### Background

*Santhy*: I had a background in anthropology. I did a Bachelor's in Psychology and followed it up with an MA in Anthropology and then I did an MPhil and afterwards I applied here.

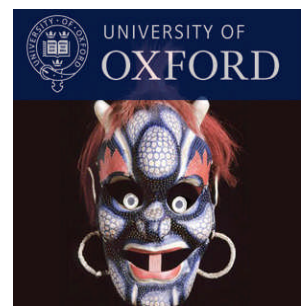
*Darryl*: I studied anthropology as an undergraduate but that was in the 1990s so it was some time ago. I worked with Doctors Without Borders (Medecins Sans Frontiers) so I'm a Field Manager, managing different projects in the area of basic healthcare and public health in remote or conflict environments. That's my interest in combining my undergraduate degree in anthropology with medicine, which I work in now, and thus Medical Anthropology.

*Sophie*: I was actually at Oxford for my undergraduate degree. I did a BA in Oriental Studies in Chinese and Tibetan for four years. I didn't have any background in anthropology when I started.

*Jenny*: Like two of the others, I also had a background in anthropology. I read for a BA in Biological Anthropology for three years.

### The decision to come to Oxford

*Santhy*: The reputation of the University. I was sure that having studied all my life in India, I wanted a different experience and I wanted to go out and study for a while and so I just tried my luck. I wasn't too confident that I would get in to Oxford but it was a pleasant surprise when I did! And also the department because of the names that have been associated with it. It's quite a privilege



[Listen here to our students talking about life in Oxford, and studying Anthropology in particular.](#)



'I thought that I could bring something to the programme in terms of my ten years' worth of working experience – that that would be a perspective that would be valued... and apparently they agreed!'

### ***Our students—Studying at Oxford continued***

coming here and meeting those people and putting faces to those names that you've read in books. Also the fact that they were offering the course in Visual Anthropology because that's not something you have in India. So I've always been interested in art and performance and so I thought it would be a good way to combine my interests.

*Darryl:* I've wanted to come to Oxford since I was about ten years old and so it's something that I always dreamed about but never thought I would do but when I decided to go back to university I thought 'well, why not? I'll give it a chance'. I thought that I could bring something to the programme in terms of my ten years' worth of working experience – that that would be a perspective that would be valued. My marks weren't great by Oxford standards. They were solid but they were ok as an undergraduate but I thought I could bring that to the table and apparently they agreed because I got in! I think it was just the combination of the rigour you would get in an Oxford academic programme and the one-year MSc degree, which for an international student is a bit pricey but when you stack that up to two years or more studying for a Master's degree in another location I think it works out to good value for money as well.

*Sophie:* I had been here for four years when I came back for the Master's because Oxford is such a vibrant and stimulating environment to study anything. Anthropology in particular, because having done Chinese and Tibetan for my Undergrad, anthropology was the aspect that was lacking. I had met some of the staff as well especially specialists in Tibet and China who really inspired me to come and do the degree here. As Santhy mentioned it really is a privilege to be able to meet people who are specialists in their field and to have a very close personal relationship with them as well through the tutorial system and again it's a real privilege.

*Jenny:* For me I knew that I wanted to continue studying anthropology after my Bachelor's. I really moved to be where Robin Dunbar was because I wanted to be able to experience his teaching and he'd moved a lot of people over from Liverpool. I had a look at a few other courses that were similar elsewhere in the country but none of them really stood out in the same way that it did here. And the Anthropology department at Oxford is really varied – as you can see by all the people we've got here. It's got lots of different aspects of anthropology that are studied and I think that's a real strength.

### ***The structure of the degrees and the term***

*Santhy:* For me the tutorial system was quite new because we don't have anything like that in India. We have lectures and classes but we don't normally have one-to-one interaction with our teachers except if you're doing a higher degree and you have a supervisor for your dissertation. So that was quite a good experience for me because you get feedback on your essays and you figure out how to improve on them and that was something that we did on a weekly basis. The degree is structured in such a way that you are encouraged to do independent work as the terms progress so, though we had a lot of classes and lectures in the first term, towards the last term those decreased and we had to work on our own on our assessed essays and other pieces of work that we had to hand in for the examination. So it's been hectic but it's also been structured in such a way that you learn how to work on your own.

*Darryl:* I think our programme, as all of them, was very intense right from the start. You hit the ground running and you have to start producing work very quickly but I think everyone comes with being prepared for that and, like the other programmes, we've had to produce weekly essays. Our programme is actually divided – the Medical Anthropology programme is a broad prospective of human health in all shapes and forms so we would go from population and evolutionary-level perspectives of health down to individual perceptions of health and we would write on different topics in alternating weeks. So one week you might be doing an essay on the evolution of the human diet and the next you would be doing perceptions of pain and healing and so on. It was quite a radical shift in how you viewed the subjects because you were forced to take two very different types of ways at looking at human health and combining them together and all within a short period of time. So I think it was quite effective in helping you to learn very quickly to have a very broad appreciation and understanding of the subject.

*Sophie:* Like Santhy I had one-hour tutorials every week for which we had to write a 3,000-word essay approximately and, combined with that, three to four hours of lectures in the first term and less in the second and third. As you've said it's very intense but it's also very rewarding. I think one of the greatest challenges with the tutorial system was the feeling that you weren't sure how everybody else's tutorial was like or what they were studying. But at the end of the day we



### ***Our students—Studying at Oxford continued***

resolved that through Mette's suggestion of doing peer review groups, which were very helpful. The term lasts eight weeks and then we'd have this long six-week vacation, which is the time to consolidate everything you've read or tried to read during the term. Definitely a really necessary six weeks, to take a step back from the whole whirlwind of the term and to consolidate all that material.

*Jenny:* Cognitive and Evolutionary Anthropology is very different in the learning style so we have, depending on the number of modules in a term, say two seminars a week which we will prepare readings for and then you'll have two presenters each week who'll do the bulk of the reading, the bulk of the consolidation, and then everyone else reads around and contributes. And that forms the basis of our learning. And then at the end of each term we will write a 2-3,000 word essay on a topic that has come up in the seminars over the eight weeks of the term so we have just one essay per term and then at the end of the year we end up with three written exams and one piece of coursework.

*Santhy:* We also had presentations and reading classes where we'd meet and we'd be given different reading materials and all of us would have a discussion - there would be a topic and we'd discuss it based on the readings we'd had. We also had presentations where each of us would present a film to an audience every week.

#### ***Peer Review Groups***

*Sophie:* We started that in the second term actually. We gathered into groups of people who had different tutors and what we would do is that we would send each other an essay on any topic really the week before - read it, make comments and then meet for about an hour and just give all the pros and cons of different people's essays and then we would select three or four main, sort of core, points that we all felt we needed to talk more about actually and grapple with better and then we did that progressively. At the beginning it was quite difficult because obviously we hadn't necessarily done the topics that other people had done so we were sort of starting from scratch but it definitely got better and better as the term went on, which was very stimulating and fun.

#### ***The Oxford tutorial system***

*Santhy:* We had to hand in a 2,000-word essay before every tutorial and so we had a deadline the day before the tutorial and the topic would be given a week in advance. So we had a week to prepare and then we would send in the essay and the next day we'd meet and discuss what we had said and how it could have been improved. We basically used the essay as a springboard for discussion. We would go on to other topics from there. Our tutorials lasted one hour or so and we'd really have a lot of time to go over the essay as well as other issues that we brought up. It was quite a different experience for me as I mentioned earlier because I had never had that personal interaction with my

'The term lasts eight weeks and then we'd have this long six-week vacation, which is the time to consolidate everything you've read or tried to read during the term. Definitely a really necessary six weeks, to take a step back from the whole whirlwind of the term and to consolidate all that material.'



Trinity Term 2010—SAME MSc and MPhil students at the last of David Gellner's lectures on ethnicity and nationalism

'I think that one of the beautiful parts of the structure in Oxford is that every piece of work you have to produce is set up in the same way... you have to approach the topic with these specific skills that you've worked on developing: the ability to quickly read into the topic and produce quality arguments.'

### ***Our students—Studying at Oxford continued***

teachers before but it also helps you to become a little less intimidated by the teachers because they're very approachable and you get more and more comfortable as time goes by.

*Darryl:* In Medical Anthropology we followed the same structure in that we weekly have to produce a 2,000- or 2,500-word essay. For a couple of weeks we actually changed that and did a debate where we would have two opposing groups debate on a certain topic. It was set up in such a way that you would have to enter the topic quickly, learn as much as you could quickly, assimilate the information and produce a coherent argument in a very limited period of time. I think that one of the beautiful parts of the structure in Oxford is that every piece of work you have to produce is set up in the same way, so whether you're writing an exam or you're writing an essay of maybe a few paragraphs in length or a longer one that takes you a week to develop in the tutorial or your thesis at the end, everything is structured in the same way so that you have to approach the topic with these specific skills that you've worked on developing: the ability to quickly read into the topic and produce quality arguments. So I think there's a nice coherence throughout the length of the degree and you spend your whole year learning how to produce those effective arguments.

*Sophie:* We didn't go to tutorials to get answers for anything; it was really a discussion and we had a lot of freedom with the tutorial essay questions to do what we wanted. We would receive a reading list of about 25 to 30 sources but our tutor was very happy, more than happy, for us to explore and find our own material and make something out of it and it was very, very open-ended, sort of like the Oxford exams at the end of the year were. The questions are very broad and they really give you the opportunity to explore and to write about what interests you. Different tutors have different approaches to the tutorial. For us, for example, we had to hand in the essay the day before; other people would have to read their essay during the tutorial. So everyone has a different approach and from, what I've heard, those who have to read their essays quite enjoy it because as they've had to explain it and argument it, it really sank in. And so every approach has its advantages.

### ***The cognitive degree seminars***

*Jenny:* All the main papers would be presented and then everyone would pitch in their various perspectives on them. Personally, I found it a very difficult approach to learning because I found that I didn't consolidate as well as I have done previously when using the more frequent tutorial structure, which I had before in my BA. But it was a good experience because I'd never done that much presenting before and I think that's something I'll really take from the year – the presentation skills and learning to cherry pick the salient points out of the papers to make it relevant in the really short period of time that we had. So there were pluses and minuses to it.

### ***How to choose the right college for you***

*Santhy:* I actually didn't know anything about the collegiate system when I applied. I had picked two random colleges. I'm in Wolfson College right now and the college was allotted to me; I hadn't listed it as a choice. I think it's turned out really well as Wolfson is a graduate community and it's a little away from the city centre but it's got a great library and the community's quite vibrant. So I wouldn't say that the college choice really matters unless there's a specific professor you want to work with and you want to be in the same college as them. So, if not for that, I think, you can look at other aspects such as the background you want. If you're coming with a family it would help to go to a graduate college and if you want a cohort that is closer to your age you might want to go to a graduate college. But if you want to go to an older college which has the typical Oxford image of the old buildings, then you might want to choose accordingly. So it boils down to personal preference.

*Darryl:* I'm at Green Templeton College, which is known probably as the medical college and it also has a large cohort of people in business studies and together the whole college has a focus on human welfare. Since I came from working in a background in international aid, I thought it was a logical choice for me and so I chose to go there. By good luck, although I didn't consider it at the time, it was actually five minutes' walk from the Anthropology department which also turned out to be quite beneficial! But I chose on the basis of specialties that I would find in that group. I knew I would find some people who had similar backgrounds or interests to my own and so I zeroed in on that particular college.

*Sophie:* I'm at Magdalen College. When I first applied to Oxford for my Undergrad I made an open application which means that I didn't actually choose a college because I had no idea what the college system meant. I was put in a college that was strong in my field, that was Oriental Studies,

### ***Our students—Studying at Oxford continued***

so that meant having a strong library, lots of tutors in the college who were specialists of China, which turned out to be a really good thing for me. Particularly having strong libraries was very good because there's always that time at the end of the term when everyone needs the same books and having them in college is definitely an advantage. That was St Anne's College. And then I moved to Magdalen for the Master's mainly because Clare Harris, who is a specialist of the anthropology of Tibet, was there and I knew her from my undergraduate degree. It turned out that it didn't actually make too much of a difference because, as my College Tutor, she didn't really have much to do with my academic work and so we would meet once a term just to discuss briefly what was going on. But a beautiful college if you want the real sort of beautiful, traditional, historic experience then Magdalen's the one to go for. It's got a lovely deer park and it's right next to the Botanic Gardens. A bit far from the Department but nothing a bicycle can't resolve. I don't know if it really makes a difference. I know that people say that every college has a different atmosphere in terms of particularly the social life – some colleges, Wolfson for example, is known to be a party college! Hardworking too! So it really depends. But come and see it if you can really, that makes a big difference.

*Jenny:* I only had five or six choices, I seem to remember, when I applied, and so initially I went on the basis of where Professor Dunbar was based because from experience as an Undergrad that going to a college where one of your professors is based is quite a good idea. So he was associated with Magdalen and so Magdalen was my first choice and St Cross, which is where I actually ended up, was my second choice because it had quite a strong international cohort, which I thought would be really good, because I hadn't experienced a college with a strong international presence before and it was also central, quite small and looks very nice. It's not particularly old but they've done some sympathetic reconstruction and restoration! And so it's very nice. In the end they didn't actually take anyone to go to Magdalen and I think that a couple of the other colleges didn't take people there either so I think that all of the people on my course are based at St Cross, St Hugh's and Wolfson. Although I think that has changed. I think they've expanded the number that people can pick from this year. Yes again, like you said, personal preference is really what it comes down to. I don't know if having been associated with the college that one of my professors was at would have made a difference or not but I've had a great year at St Cross and St Cross is a fantastic college.

### ***Other learning and social experiences in Oxford***

*Santhy:* We have most of our classes in the Pitt Rivers Museum for the Visual [Anthropology] programme. There have been two regular seminars held on Thursdays and Fridays. There's the Cultural Representations seminar on Thursday and on Friday the Research seminar, those we've been attending quite regularly. There's also the Departmental Seminar at ISCA every Friday. So these are some of the regular events which are part of the Department's schedule. You can pick and choose and there's no restriction that you can attend only events organised by the Department. You can go to events organised by other departments as well. It really comes down to being aware of what's happening and where and really showing up for it!

*Darryl:* I think that's one of the strengths of the Oxford system that once you are a graduate student you actually have the right to attend any course or any lecture in any subject area that you're interested in, whether it's in history or other departments, and so you can certainly get a very broad exposure to different subjects that you're interested in. I think the other thing that I really enjoyed was the opportunity – so many people come through Oxford, it's such a central place and so people who were passing through the UK would come to visit for seminars and lectures and I saw some of the people whose books I had read ten, twelve years before in my undergraduate work, were coming through and giving lectures and that was quite a privilege and that was really a highlight for me. In terms of social events, the Department does host social events. There's a weekly coffee morning and at least termly social evenings and then also a lot of your social life happens through the college so you have depending on your interests and where the core of your social group lies, you have a number of different venues to focus on.

*Sophie:* I would also attend many of the ethnographic films that were shown at the Pitt Rivers, many of them were actually presented by your cohort, I think, which was fantastic! I know that many students in Social Anthropology spend a lot of time going to History of Art lectures and Sociology as well, so really everything was open to discover and that was really great. The Departmental seminar also was an opportunity to see what the cutting edge of anthropology was at the moment and really to hear academics discuss these themes; it was really great. Usually we



(Photo by M. O'Hanlon)



Caravan on its return from the salt mines of Taodenni in northern Mali, 2008

(Photo by J. Scheele)



'I think I've probably made two photocopies of journal articles and the rest I've all accessed online... And the ability to search massive databanks of journals and articles and then pull them all up onto your computer in the comfort of your own home or your own workspace is terrific.'

### ***Our students—Studying at Oxford continued***

had a theme every term, so it could be evolutionary or something about gender, so there was a core focused towards those seminars and also there's the Oxford University Anthropological Society as well, which is run by students, that organises lectures and seminars and also social events where you get to meet academics and talk with them. Definitely very vibrant and lots of things to do. You really have to manage your time well to fit it all in!

*Jenny:* I've been to seminars from Zoology to Theology and that's a fantastic opportunity to have. And socially, our group, although there was only eleven of us, so we all became very close very quickly and that was very nice because we could bounce ideas off each other and share our essays I think we may just have been lucky, we had a very good dynamic, but I think having a small group of people does contribute to that a lot.

#### ***Libraries and other resources***

*Sophie:* My course was very based around journals that we could get online. I very rarely found myself in the library but very often in front of my laptop. And the level of journal access that we have is probably second to none and we also have the option of remote access so if we go home or somewhere where we've not got an Ethernet connection, you can get remote access to our system and then you can have access to all of the journals that you need anywhere that you are, which is fantastic. And other than that, in our department, we've also used blogs as a way to pool our knowledge. So for one module, our supervisor and lecturers put information onto a blog and we just added extra pages or extra journal articles to it and that made for some really interesting finds and a lot of magazines that some of us had never come across so that was really helpful.

*Santhy:* Apart from the amazing access we have to all sorts of journals and books at the Department as well as at the college – Wolfson has a very good library – we also have a film collection in the Balfour Library in the Pitt Rivers Museum and so for the Visual Anthropology programme that's been very useful because we've mostly taken films out of that collection for screenings. And we also have a workroom there with editing software and so we've had a few research methods classes and we've worked with cameras and learned a little bit of editing and things like that. The Balfour Library has been very useful for our course. Apart from the central libraries, there are specific collections which are very useful for particular courses. There's also the Weblearn which is an internal Oxford network. You have Departmental pages so you can access your course reading list or materials that your teachers have put up so there's quite a wide variety of choices that you can access and make use of.

*Darryl:* When I went to University last I used a card catalogue. The cutting edge of library technology at that time was something called the CDRom so when I was actually able to access a catalogue on CDRom that was really something. This time I think I've probably made two photocopies of journal articles and the rest I've all accessed online. And the ability to search massive databanks of journals and articles and then pull them all up onto your computer in the comfort of your own home or your own workspace is terrific. And then of course that's supplemented by an immense quality of hardcopy resources. And then the Pitt Rivers Museum which is also a repository of material culture and objects. I think for a student of anthropology, the combination of those resources is pretty powerful.

*Jenny:* I rely quite heavily on the online material but also on my college library because Magdalen doesn't have that many books on anthropology at the moment but you can get in touch with the librarian and ask her to order any book you want and it will get there within the next three days so the anthropology part of my library has now significantly increased. It's just fantastic. Of course there's the Bodleian Library where you can order books to other libraries and read them there because you can't actually take the books out of the library but you can order them to 15 or 20 places depending on where you like to study basically and then read them there, give them back, keep them on hold for several weeks. There's also the Social Sciences Library, the SSL, where many people also like to go and the Balfour's also a nice one for the films. And there's also a film collection at ISCA, I think, that you can make use of.



*LooTaas, the first great Haida canoe made by master Haida artist Bill Reid in the 1980s, paddled by Haida colleagues, PRM staff and British Museum staff, as part of the Leverhulme Haida International Network grant, August 2010, Haida Gwaii (Photo from L. Peers)*  
See page 15.



### Our Students – Degree courses

	<i>New students in 2010</i>	<i>Total registered</i>
MSc Social Anthropology	29	29
MSc Material Anthropology & Museum Ethnography	9	9
MSc Medical Anthropology	9	9
MSc Visual Anthropology	5	5
MSc Cognitive & Evolutionary Anthropology	9	9
MSc Migration Studies	11	11
MPhil Social Anthropology	11	18
MPhil Material Anthropology & Museum Ethnography	0	1
MPhil Medical Anthropology	2	6
MPhil Migration Studies	-	8
PRS and DPhil	19	111



*Preparations for a wedding photograph at a shrine in Kyoto, 2006 (Photo by I. Daniels)*

### Marett Memorial and Evans-Pritchard Lectures 2010

The 2010 Marett Memorial Lecture was delivered at Exeter College on 30 April by Byron J. Good, Professor of Medical Anthropology at Harvard Medical School and the Department of Anthropology, Harvard University. Its subject was 'Theorizing the 'Subject' of Medical and Psychiatric Anthropology'. The lecture drew on research in central Java and Aceh to explore new forms of theorizing the subject that have emerged from attempts to write about primal scenes of ethnographic engagement.

During Byron's visit, he conducted an interview with ISCA research student Nick Shapiro about his time as a student in Nigeria, Harvard and Chicago and his long-term interests in Africa, Turkey, Iran and Indonesia. He also describes how the development of medical anthropology shaped his career. [The interview is available to listen to here.](#)

The Evans-Pritchard Lectures take place each Trinity Term All Souls College. In 2010, the lectures were delivered by Dr Charles Stewart of University College London, on the theme of Dreaming and Historical Consciousness in Island Greece.

The first lecture 'Neither Freud nor Artemidorous: Dreaming and Temporality in Greece' is available to listen to [here](#). Dr Stewart was interviewed during his visit by Anthropology research student Ana Ranitovic. In the interview, Charles talked some more about his longterm interest in the cultural role of dreaming and dreams in society, particularly in Greece. You can listen to the interview [here](#).



The 2003/2004 Evans-Pritchard lectures are also available to listen to [here](#). These were delivered by Professor David Zeitlyn (then of Kent University and now of ISCA) on 'The life of Diko Madeleine and the History of Somié, Cameroon, in the 20th Century'.

The Evans-Pritchard Lecturer in 2011 is Dr Henrik Vigh. Professor Terence Turner will deliver the Marett Lecture on 6 May 2011.

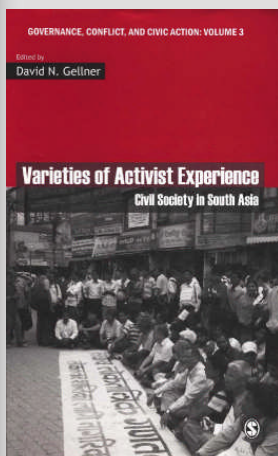
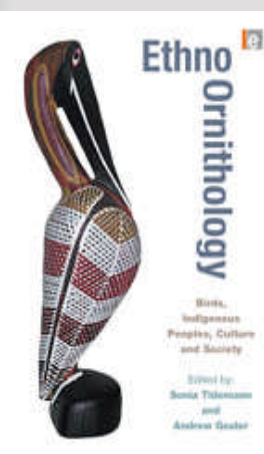
*Qixian monastery on Jiaoshan Mountain (Photo by H. Whitehouse)*

## PLANTS, HEALTH AND HEALING

On the Interface of Ethnobotany and Medical Anthropology



Edited by Elisabeth Hsu  
and Stephen HARRIS



### Select Recent Publications

Marcus Banks was Guest Editor (with Richard Vokes) of a special issue of *History and Anthropology* Volume 21, No. 4, 'Routes and Traces: Anthropology, Photography and the Archive'.

Justin Barrett (ed.) *Psychology of Religion*, 2010, Routledge.

Mette Louise Berg *Diasporic Generations: Memory, Politics and Nation among Cubans in Spain* (In Press), 2011, Oxford: Berghahn Books.

Inge Daniels *The Japanese House: Material Culture in the Modern Home*, 2010, Oxford: Berg.

M. de Rond and Iain Morley *Serendipity, Fortune and the Prepared Mind*, 2010, Cambridge: Cambridge UP.

Robin Dunbar *How Many Friends Does One Person Need? Dunbar's Number and other Evolutionary Quirks*, 2010, London: Faber.

David N. Gellner (ed.) *Varieties of Activist Experience: Civil Society in South Asia*, 2010, Delhi: Sage.

Elisabeth Hsu *Pulse Diagnosis in Early Chinese Medicine: The Telling Touch*, 2010, Cambridge University Press: Cambridge.

Elisabeth Hsu and S. Harris (eds) *Plants, Health and Healing: on the Interface of Ethnobotany and Medical Anthropology*, 2010, Oxford: Berghahn.

Iain Morley *The Prehistory of Music: The evolutionary origins and archaeology of human musical behaviours* (Forthcoming), 2011, Oxford: Oxford University Press.

Iain Morley and C. Renfrew *The Archaeology of Measurement: Comprehending Heaven, Earth and Time in Ancient Societies*, 2010, Cambridge: Cambridge UP.

E. Nelson, R. Campbell and Susanne Shultz *Digit ratios predict polygyny in early apes, Ardipithecus, Neanderthals and early Modern Humans and pairbonding in Australopithecus*, 2010, Proceedings of the Royal Society, London.

Robert Parkin and Anne de Sales *Out of the Study, Into the Field: ethnographic theory and practice in France*, 2010, Oxford: Berghahn.

Laura Peers and Carolyn Podruchny *Gathering Places: Essays in Aboriginal and Fur Trade. Histories*, 2010, Vancouver: University of British Columbia Press.

Katherine Swancutt *Fortune and the Cursed: The Sliding Scale of Time in Mongolian Divination*, 2011, Oxford: Berghahn.

S. Tidemann and A. Gosler (eds) *Ethno-Ornithology – Birds, Indigenous Peoples, Culture and Society*, 2010, London: Earthscan Ltd. London. The paperback is due Spring 2011.

Iain Walker *Becoming the Other, Being Oneself: Constructing Identities in a Connected World*, 2010, Newcastle: Cambridge Scholars Publishing.

### The Blackfoot shirts—Laura Peers

Much of 2010 was spent on the major fieldwork component of an AHRC-funded grant which saw five Blackfoot shirts from the 1830s loaned to museums in Alberta, Canada. Handling sessions were held for 550 Blackfoot tribal members and these fragile, iconic heritage objects. Blackfoot people believe that the shirts are spirits/ancestors as well as physical objects, and so the year involved a great deal of smudging, prayer and attention to ritual protocol both in Oxford as the shirts were prepared for shipment and in Alberta during the workshops. The shirts were also exhibited at the Glenbow Museum, Calgary, and the Galt Museum, Lethbridge. The project led to a great deal of cultural knowledge being communicated amongst Blackfoot people and to the revival of a ceremonial complex which had been dormant for decades.

## In the media

Since the publication of *How Many Friends Does One Person Need? Dunbar's Number and Other Evolutionary Quirks* this year, Robin Dunbar has been interviewed across the media about his Dunbar's Number theory that humans are limited by evolution to a group of 150 friends. These included interviews with the [Guardian](#).

Professor Dunbar also took part in the 'Scientists@Speakers' Corner' event organised by London Zoo in Hyde Park on 14 June 2010. Robin spoke on 'Why we need science like we never needed it before'. On 16 November, Robin took part in a press debate organised by the Guardian and Cambridge University on gender differences and, in December, in an *Intelligence squared* public debate called 'Must we eat meat?'. Robin also took part in the BBC Virtual Revolution: Homo Interneticus programme, in which he discussed how Dunbar's Number relates to our online relationships.

Susanne Shultz's work (co-authored with Robin Dunbar) on the size of the social brain has been the subject of great interest in the popular press in recent weeks, particularly with its conclusion that dogs, as social animals, may be more intelligent than solitary cats. You can read here articles in the [Telegraph](#), the [Daily Mail](#) and [USA Today](#).

In December, the Pitt Rivers Museum marked the centenary of the birth of Sir Wilfred Thesiger with [an exhibition](#) of some of his 40,000 photographs he took during 80 years of travels throughout Africa and the Arabian Peninsula. The BBC's security correspondent Frank Gardner covered the exhibition for Radio 4. With the help of museum curator Christopher Morton, and archive recordings of Sir Wilfred himself, Frank Gardner looked back at Thesiger's appreciation of desert communities and their ways of life.

EXREL Research Fellow, Nicolas Baumard, was interviewed on "French Inter" on 25 October 2010. [You can watch it here](#).

Harvey Whitehouse was interviewed in May by Matthew Taylor for BBC Radio 4's 'God on my mind'. The discussion centred on what the latest scientific research can tell us about the human need for religion. Harvey's latest work was also the subject of a substantial recent article in the German popular science magazine *Spektrum der Wissenschaft* (January 2011).

Dr Andrew Gosler, was interviewed by philosopher Dr Stephen Webster on 'What Scientists Believe'. Andrew discusses the inspiration he receives from working so closely with nature, in this case the Great Tit population of Wytham Wood near Oxford. Broadcast on BBC Radio 4 on 24 December 2009, [it is reproduced here](#) with permission.

A project conducted with Haida people on Canada's northwest coast led to a repatriation of a human remain in July 2010. Witnessed by Marcus Banks for the School, a representative of the Canadian High Commission, and the staff of the Pitt Rivers Museum, the remain was handed over by Michael O'Hanlon, PRM Director, and the Vice-Chancellor to a Haida delegation on 28 July. Laura Peers accompanied the delegation

to Haida Gwaii for the burial ceremony. Haida people did the UK delegation the honour of taking them for a paddle in LooTaas, artist Bill Reid's first great canoe which brought back the process of making these canoes to Haida Gwaii in the 1980s (page 12).

## Contact Us

If you have any comments or if there is something you would like to be included in the next newsletter, please contact the Editor, Kate Atherton.

If you would like to keep in touch with us, please also email Kate.

[kate.atherton@anthro.ox.ac.uk](mailto:kate.atherton@anthro.ox.ac.uk)



Handover of a Haida ancestral remain by the Vice-Chancellor to Chief Gaahlaay and Haida delegates Melinda Pick and Vernon Williams, with Michael O'Hanlon (Director, PRM), Laura Peers (Curator) and Kumar Gupta, Head of Advocacy at the Canadian High Commission, 28 July 2010 (Photo from L. Peers)

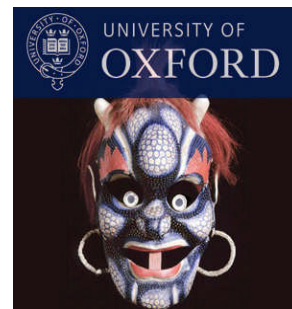


## **Anthropology on iTunes U ([www.anthro.ox.ac.uk/publications/podcasts](http://www.anthro.ox.ac.uk/publications/podcasts))**

Since the launch of the School's podcasts almost a year ago, the number and range of recordings has increased enormously, with many events and lectures now routinely recorded for the website and/or iTunes U.

The podcasts include many of the weekly Departmental seminar, which cover a broad range of subjects, plus Medical Anthropology and Nutritional Anthropology seminars given by in-house and external specialists.

We also have some recordings from workshops, including the Africanist's Legacy workshop given in honour of the work of Professor David Parkin, plus Dr Justin Barrett's closing presentation from the Cognition Science of Religion Conference held by CAM in the summer. We also have presentations by Professor Harvey Whitehouse and Dr Andy Gosler (IHS).



We are also in the process of making some course lectures available, including an introduction to anthropology by Professor Marcus Banks. As mentioned elsewhere in this Newsletter, there are also discussions by students and interviews with special lecturers. We hope to make more such recordings in the near future. In the summer, the Anthropology podcasts were also the subject of a wide iTunes U promotion by Apple, with the logo and link for the School included on the front page in a rotating banner.

### **Forthcoming Events**

#### **Astor Lecture, Rothermere American Institute: 10 March 2011, 5pm**

Dr Mette Berg successfully applied for an Astor Visting Lecturership for Prof Susan Eva Eckstein from Boston University. Prof Eckstein will visit Oxford in March 2011 and give the Astor Lecture on 10 March ( followed by a drinks reception). The title is: The Immigrant Divide: How Cuban Americans Are Changing the US and Their Homeland. During her visit, Prof Eckstein and Dr Berg will work together on a joint article on generations and the Cuban diaspora.

#### **Departmental Seminar—Hilary 2011**

*Fridays at 3.30pm, 64 Banbury Road. Convened by Inge Daniels and Elizabeth Ewart*

#### **ARGO-EMR—Hilary 2011**

#### **The anthropology research group at Oxford on Eastern Medicines and Religions**

##### **'Ethnobotany and the materia medica of Asian medicines'**

*Wednesdays at 5pm, Weeks 1, 3, 5, 7, The Pauling Centre, 58a Banbury Road.*

*Convened by Gabriel Lefèvre and Elisabeth Hsu*

#### **Medical Anthropology Research Seminars—Hilary 2011**

##### **'Psychiatric Anthropology and Clinical Ethnography'**

*Mondays at 4pm, Weeks 2-8, 64 Banbury Road.*

*Convened by Joseph Calabrese and Caroline Potter*

#### **COMPAS Seminar Series**

##### **Public Opinion, Media and the Politics of Migration**

*Thursdays at 2pm, seminar room, Pauling Centre, 58a Banbury Road. )*

*Convenors: Scott Blinder and Rob McNeil*

#### **Legalism Seminar Series**

*St John's College Research Centre*

*Tuesdays at 4:30pm in the Research Centre's Seminar Room, 45 St Giles (Tea served from 4 pm).*

Please do keep an eye on our [Events calendar on the website](#) to see details of the seminar programmes as well as other events that may be of interest to you.